



Copyright and Digital Age Issues

Illinois CTE Endorsement Area:
Business, Marketing and Computer Education
Teacher and Student Editions

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ILCTE Leader, Betsy Westergreen
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Converted to Format by Karen Aldworth
Current Phase of Lesson: Phase 3 of 5



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Lesson Overview:

Students will be introduced to the concept of copyright law and its liability consequences. Students will learn how to avoid copyright litigation and obtain images and audio files that they may use legally. In groups, a public service announcement will be created that coincides with the content learned in this lesson. Then, students will evaluate projects from their other classes in terms of copyright laws answering the question, 'Was all material used correctly?', through experiencing the videos, conducting discussions, and composing a commercial.

Classes or Discipline:

- Business Classes
- Technology Classes
- Art or Music Classes
- Any class that creates digital presentations

Career Cluster:

- [Business Management & Administration](#)

Illinois CTE Endorsement Area

- [Marketing](#)

Grade Level(s):

- Appropriate for grade levels 9 - 12
- Could be adapted to younger students

Suggested Days/Minutes: 75 minutes (Approximately 2 class periods)

Learning Objectives:

At the conclusion of this lesson, students will be able to:

- Explore copyright law.
- Differentiate between when a digital image, video or audio is copyrighted or when it is free to use.

Standards Addressed:

- [Common Career Technical Core Standards:](#)
 - Comply with intellectual property laws, copyright laws and ethical practices when creating web/digital communications.
- [ISTE Standards for Students](#)
 - Digital Citizen 2a:
 - Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Enduring Understandings:

- As it is very common for anyone to be able publish now, it is important for students and adults to understand copyright, creative commons and fair use.
- Business owners who may sell decorated apparel or art or publish advertising or video must protect themselves and make sure they aren't liable.

Resources and References:

1. Access to Internet for both student and teacher
2. Access to a computer for both student and teacher
3. Articles:
 - [Why Teach Copyright?](#)
 - [New York Times article-The 'Blurred Lines' Case Scared Songwriters. But Its Time May Be Up](#)
 - [Why Should You Care?](#)
 - [Violation of Copyright Law](#)
 - [Copyright and Creative Common are Friends](#)
 - [Creative Common Licenses](#)
4. Videos:
 - [Get Creative White Stripes Music Copyright](#)
 - [Happy Tree Friends YouTube Copyright School](#)

Essential Employability Skills:

There are four [essential employability skills](#)

- Personal Ethic: integrity, respect, perseverance, positive attitude
- Work Ethic: dependability, professionalism
- Teamwork: critical thinking, effective and cooperative work
- Communication: active listening, clear communication

The focus of this lesson is on integrity, critical thinking, active listening and clear communication.

Skill	How it is addressed:
Integrity	While discussing the New York Times article, students will witness two real-life examples of the direct relationship between a person's integrity and the law of copyright.
Critical Thinking	While creating an acronym to remind/encourage appropriate use of media to abide by copyright law, students will apply the knowledge learned throughout the lesson to create it.
Active Listening	After watching the Happy Tree video, students will need to engage in an interactive discussion and must have the knowledge gained from the video to answer questions.
Clear Communication	While filming a mock commercial, students must effectively work with others.

Suggested Differentiation Strategies:

- Each of the activities has options listed. The options have varying levels of difficulty and educators should choose which is most appropriate.

Throughout this lesson the teacher notes and comments are in red.

1. Engage: (10 minutes)

Read [New York Times article-The 'Blurred Lines' Case Scared Songwriters. But Its Time May Be Up.](#) Be prepared to discuss the following questions.

1. What impact did the "Blurred Lines" case initially, but no longer, have on all songwriters and artists?
Initially it meant that if a small segment of a song, a string of notes or one phrase, was too similar to another artist's work, the original artist could sue and would likely win.
2. How did the Led Zeppelin verdict differ from the "Blurred Lines" case?
The court ruled that Robin Thicke's "Blurred Lines" did copy Marvin Gaye's work. However, another court ruled that "Stairway to Heaven" by Led Zeppelin did not copy a similar song by Taurus. This time the court ruled that the songs were not "virtually identical" which sets a precedent making it harder for future similar lawsuits to be won.
3. Can a series of notes be protected with copyright? If so, how?
Only if a judge can rule that it is particularly rare or unique combination.
4. What does the article mean by "lay listeners"?
Average citizens, not judges or lawyers.
5. As it stands now, do you feel artists are fairly protected by copyright laws and court precedents?
This is a student opinion question--answers will vary.

2. Explore: (30 minutes)

Part I:

1. Watch the following two videos:
 - [Happy Tree Friends YouTube Copyright School](#)
 - [Get Creative White Stripes Music Copyright](#)

2. Discuss the following questions in a small group and be prepared to share your ideas with the entire class.
 - a. In what area do you think high school students are most at risk for violating copyright? i.e. creating music, art, etc.
 - b. What scenes would be necessary in a video to help high school students understand how to avoid copyright infringement? Describe.

Part II:

1. In a small group, create a public service announcement (PSA) similar to Happy Tree video that you watched in the previous section. If you need additional ideas on videos, use this link to access: [Sample Videos](#).
2. Keep the PSA focused on the content. It should be no longer than 30 seconds.

You may want to review each part of the rubric with the class before they begin recording the PSA. This could also be an individual activity as well.

Other Explore activity options:

- Teacher should determine how many questions are required. Recommendation is at least ten questions
- A model can be found here for a ["Kahoot! Creation Rubric"](#)

3. Explain: (10 minutes)

1. What types of material does copyright protect?
 - a. Copyright, a form of intellectual property law, protects original works of authorship including literary, dramatic, musical, and artistic works, such as poetry, novels, movies, songs, computer software, and architecture
2. Who needs to be aware of copyright laws-[why you should care](#)?
 - a. Since everyone is a publisher it is important to understand copyright so as to not violate the laws.
 - b. If you run a website you may have to deal with copyright law and related issues from two different sides: as a producer and as a consumer.
 - c. If you blog, take photographs, publish music, or otherwise produce copyrightable content, you legally own that content. Whether you want to let other people use it or not is your decision, and there are things you need to know and do in either case.
 - d. If you want to use other people's content, you have to understand permission and licensing, what is legal and what isn't.
 - e. This dual-role of producer and consumer is somewhat unique in history. It is a relatively recent phenomenon that regular people publish their own writing, music, video, and other artwork.
3. What personal loss can one face for a [violation of copyright law](#)?
 - a. Infringer pays the actual dollar amount of damages and profits.
 - b. The law provides a range from \$200 to \$150,000 for each work infringed.
 - c. Infringer pays for all attorney's fees and court costs.

- d. The Court can issue an injunction to stop the infringing acts.
 - e. The Court can impound the illegal works.
 - f. The infringer can go to jail.
4. How can [creative commons](#) alleviate copyright law violations?
 - a. Copyright law gives creators certain kinds of control over their creative work. If people want to use copyrighted work, they often have to ask for permission from the creator. Creative Commons works within copyright law. It allows creators to grant permission to everyone in the world to use their work in certain ways.
 5. What are the types of [creative commons licenses](#)?
 - a. Attribution
 - b. Attribution-ShareAlike
 - c. Attribution-NoDerivs
 - d. Attribution-NonCommercial
 - e. Attribution-NonCommercial-ShareAlike
 - f. Attribution-NonCommercial-NoDerivs
 6. Look at a newspaper webpage...
 - a. how do you know the pictures (video or audio) have copyright?
 - b. Do they own the image (own photographers)?
 - c. Or is there attribution given?
 7. Compare that to a favorite blog site...
 - a. what images are there?
 - b. do they have permission to use them? Why?
 - a. Apply knowledge from above questions

4. Elaborate/Extend: (25 minutes)

1. Think of activities in EACH of your other classes where knowledge of copyright law would be useful. For example:
 - presentations in PowerPoint or Google Slides for other classes
 - products produced in Entrepreneurship class
 - web pages designed in Web Design class
 - videos filmed or stories written in Journalism class
2. Create a CHECKLIST guide for yourself that you can refer to each time you create a project to ensure that it doesn't violate copyright.
3. Use this checklist for a project you have recently completed in another class.
4. Did you violate copyright laws?
5. Share your checklist with others.

Bonus idea--ask them to create an ACRONYM for remembering the copyright rules (similar to F.A.S.T. for recognizing a stroke or the S.M.A.R.T. acronym for goal setting)

Notes for teacher:

Students should be thinking about analyzing their work for

- photos
- clipart
- videos
- music
- phrases
- quotes

that may need to be eliminated or properly attributed in order to avoid copyright infringement.

They may also want to include, in their checklist, information for how to properly site materials.

5. Evaluate:

Review the different parts of the rubrics with your students so they have a full understanding of expectations.

1. Individually create a “quiz” about the “Top Ten Copyright Policies”. This can be interactive using a Padlet, Google Doc or Menti or the like. Your quiz must include a minimum of 10 questions. Each question must include the answer.

Quiz Creation Rubric

	4 points	3 points	2 points	1 points
Quiz Content	Questions contain relevant information based to the lesson.	Questions contain information from the lesson, but many do not require more than surface knowledge to answer	Questions often ask about information not directly related to the lesson or may focus on insignificant details	Questions do not relate to the lesson
Quiz Formation	Proper grammar and punctuation are present. It is clear to the reader what the question is asking.	Grammar may not be perfect - question may contain 1 or 2 errors. It is generally clear what the question is asking. Some	Poor grammar with 3 or more errors. Question marks may or may not be used. It is difficult to understand what the	Grammar errors are numerous. Question marks are not used. Questions are confusing and may appear as statements

		confusion may exist	question is asking	rather than questions.
Answer Creation	Each question has 4 thoughtful answer possibilities that are connected to the lesson and promote critical thinking	Each question has 4 answer possibilities that are generally connected to the lesson	Questions may be missing one answer possibility. Correct answer is included, but may not fit the question perfectly. Answers seem random	Questions have 3 or fewer answers. The correct answer is not included.

- Your instructor may use the following rubric to assess your Public Service Announcement you created in the Explore Section; Part II.

PSA Rubric

	3	2	1
Creativity and presentation	The PSA is creative and effectively written and is presented well.	The PSA is somewhat creative and effective and/or the presentation is adequate.	The PSA shows little creativity or effectiveness and/or is not well presented.
Need for Product	The PSA clearly explains the need for the product.	The PSA somewhat explains the need for the product.	The PSA does not adequately explain the need for the product.
Visual aids (props)	The PSA makes good use of visual aids or props.	The PSA includes visual aids or props, but they do not significantly contribute to the commercial and/or they are not well done.	The PSA does not include any visual aids or props.

Enunciation/ diction	Presenters' enunciation/diction is excellent.	Presenters' enunciation/ diction is average.	Presenters' enunciation/ diction is below average.
Within time frame (1-2 minutes)	The commercial is presented within the time frame.	The commercial is presented slightly outside the time frame.	The commercial is presented significantly outside the time frame.

Notes:

All ILCTE lessons are vetted by Curriculum Leader, Dr. Brad Christensen.

To see a review of this lesson by previous users, [click here](#).

We invite users of this lesson to [click here](#) to leave follow up information and rating.

We would like to publish pictures / videos of your students using this lesson. Please send to Rod McQuality at: rdmcquality@ilstu.edu. By sending pictures, you have met all the picture / video release for your school.

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Learning Objectives:

At the conclusion of this lesson, students will be able to:

- Explore copyright law.
- Differentiate between when a digital image, video or audio is copyrighted or when it is free to use.

Enduring Understandings:

- As it is very common for anyone to be able publish now, it is important for students and adults to understand copyright, creative commons and fair use.
- Business owners who may sell decorated apparel or art or publish advertising or video must protect themselves and make sure they aren't liable.

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3. Explain:

1. What types of material does copyright protect?
2. Who needs to be aware of copyright laws-[why you should care](#)?
3. What personal loss can one face for a [violation of copyright law](#)?
4. How can [creative commons](#) alleviate copyright law violations?
5. What are the types of [creative commons licenses](#)?
6. Look at a newspaper webpage...
 - a. how do you know the pictures (video or audio) have copyright?
 - b. Do they own the image (own photographers)?
 - c. Or is there attribution given?
7. Compare that to a favorite blog site...
 - a. what images are there?
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